

Chapter 9 - Monitoring and Reporting

Introduction

Monitoring—defined here as data collection and analysis, examination of written evidence, and interviews and observation—ensures that a district’s gifted and talented program is in compliance with Regulation 43-220. The areas to be monitored include curriculum, program models, identification process (including notification and referral procedures), personnel endorsement, professional training, and student services (both support and instructional).

To ensure compliance, reporting of specific information is required annually to the State Department of Education (SDE). All South Carolina school districts must collect and maintain on a continuous basis the written evidence specified in R43-220 (24 S.C. Code Ann. Regs. 43-220.2(D)). Records may be maintained as hard copy files and/or in computer databases. Districts will be informed annually by the SDE concerning processes and timelines for submitting required data and reports.

Three Year Plan with Annual Updates

Districts must develop a three-year plan for district gifted and talented programs (academic and artistic) and report annually on their progress using templates that are provided by the SDE. The SDE is responsible for these reviewing plans and providing districts with written feedback. Three-year plans must be approved by the district’s Board of Education and annual updates of the plan must be provided as information. The plan and updates will include a signed assurance by the District Superintendent that the gifted and talented program is in compliance with Regulation 43-220.

Data Collection and Analysis

Districts must report to the SDE information that includes, but is not limited to, student eligibility, screening, referrals, and students served. These data must be maintained using G.I.F.T. software, which is provided to the districts. The SDE is responsible for maintaining these data and for reporting these data to the Office for Civil Rights when requested. Districts must annually collect and maintain statistical data for the district on the following:

- ◆ Number, by race, of students referred during the identification process;

- ◆ Number, by race, of students determined eligible for gifted and talented education services;
- ◆ Number, by race, of students actually served during the school year;
- ◆ Number, by school, by grade, by program model, of students actually served during the school year.
- ◆ Artistically gifted and talented programs require similar data as above reported by arts area.

To facilitate the reporting process, districts should collect and maintain the following:

- ◆ Written notification of the identification process as communicated to students, parents, and teachers annually;
- ◆ Evidence of census screening with aptitude and achievement measures;
- ◆ All referral forms, specifying the race and gender of the student referred and the referring party;
- ◆ Student profiles on all students screened (including those who were placed and those not placed);
- ◆ Evaluation/Placement Team documentation;
- ◆ Student assessment and evaluation data (for students being served);
- ◆ Program evaluation data.

Examination of Written Evidence

For purposes of providing written evidence about the gifted and talented program, the district should have the following documentation readily available:

- ◆ Mission statement and rationale;
- ◆ Written program goals and objectives;
- ◆ Written program design (describing program models/services);
- ◆ Written scope and sequence;
- ◆ Written description of support services;
- ◆ Professional development plan;
- ◆ Policy on trial placement and removal of students;
- ◆ Program brochures, handbooks, newsletters;
- ◆ Financial records (available in district).

Interviews and Observations at Classroom Level

Interview and observations conducted at the classroom level should yield evidence about various aspects of the gifted and talented program, including the following:

- ◆ Differentiated curriculum and instructional strategies;
- ◆ Acceleration and enrichment;
- ◆ Hands-on activities;
- ◆ High student involvement.